

# **Cohorts I- IV Focus Schools**

## **Informational Webinar**

**August 18, 2016**

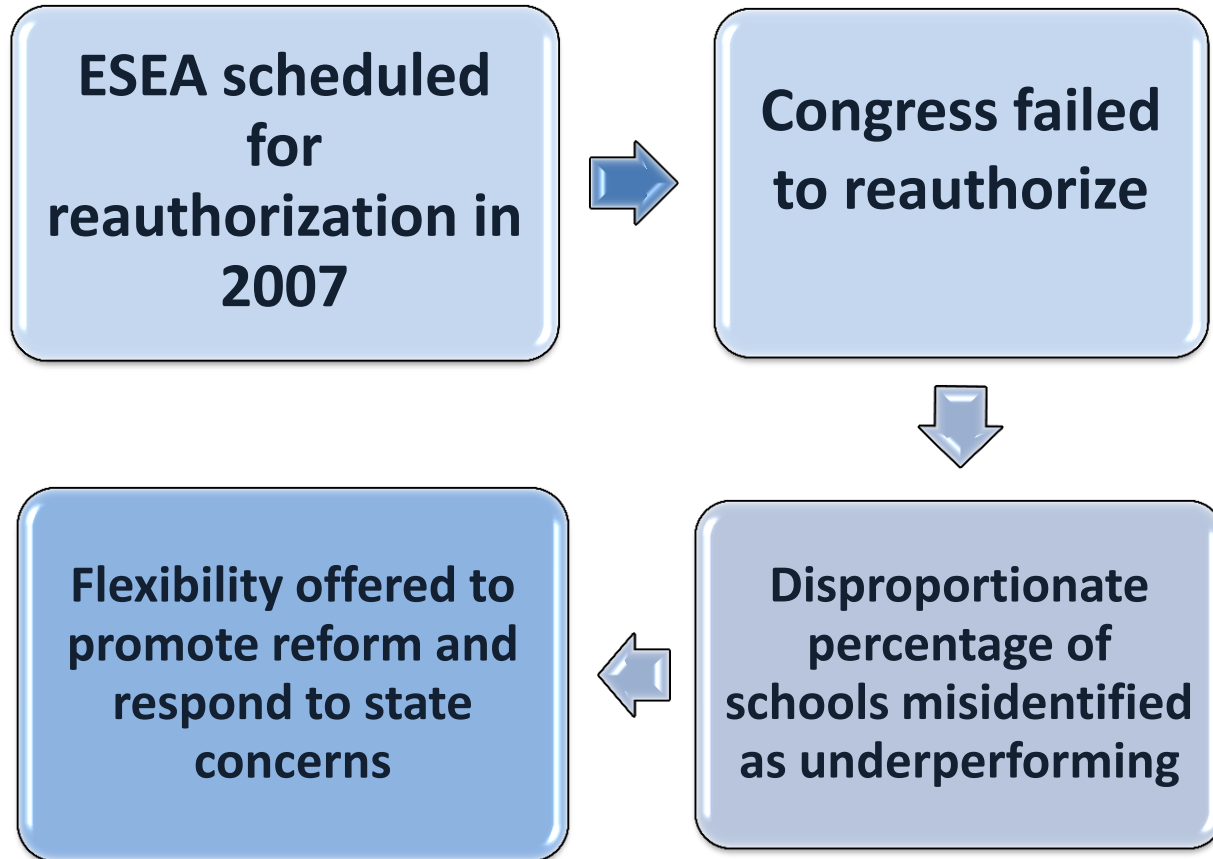
Yvonne A. Holloman, Ph.D.  
Associate Director  
Office of School Improvement  
Virginia Department of Education

# Purpose:

To review the requirements for Cohorts I – IV focus schools

# **Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver**

# Purpose of ESEA Flexibility



# Flexibility Principles



**College- and career-ready standards and assessments**



**Differentiated supports and interventions for underperforming schools**



**Teacher and principal evaluation systems**

# Proficiency Gap Groups

**Gap Group 1  
(unduplicated)**

**Students with Disabilities  
English Language Learners  
Economically Disadvantaged**

**Gap Group 2**

**Black students,  
not of Hispanic origin\***


**Gap Group 3**

**Hispanic students,  
of one or more races\***

**\*to include students with disabilities, English language learners, and economically disadvantaged students**

## Reading Benchmarks

The annual measurable objectives (AMOs) for reading in Year 2 and subsequent years reflect the impact on achievement of new, more rigorous reading Standards of Learning (SOL) tests introduced in 2012-2013. The reading AMOs culminate in Year 6 with student subgroups in all schools expected to achieve pass rates of 78 percent or higher.

READING ANNUAL MEASURABLE OBJECTIVES (Percent Passing)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Accountability Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Assessment Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	85	66	69	72	75	78
Proficiency Gap Group 1	76	52	59	65	72	
Proficiency Gap Group 2 (Black Students)	76	49	57	64	71	
Proficiency Gap Group 3 (Hispanic Students)	80	53	60	66	72	
Students with Disabilities	59	30	42	54	66	
LEP students	76	44	52	61	69	
Economically Disadvantaged Students	76	52	59	65	72	
White Students	90	74	75	76	77	
Asian Students	92	80	Continuous progress			
NOTE: AMOs for Years 2-6 are based on achievement on revised reading tests administered during 2012-2013						

# Mathematics Benchmarks

Virginia's annual objectives for mathematics culminate in Year 6 with student subgroups in all schools expected to achieve pass rates of 73 percent or higher.

**MATHEMATICS ANNUAL MEASURABLE OBJECTIVES (Percent Passing)**



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Accountability Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Assessment Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	61	64	66	68	70	73
Proficiency Gap Group 1	47	52	57	63	68	
Proficiency Gap Group 2 (Black Students)	45	51	56	62	67	
Proficiency Gap Group 3 (Hispanic Students)	52	56	60	65	69	
Students with Disabilities	33	41	49	57	65	
LEP students	39	46	53	59	66	
Economically Disadvantaged Students	47	52	57	63	68	
White Students	68	69	70	71	72	
Asian Students	82	Continuous progress				

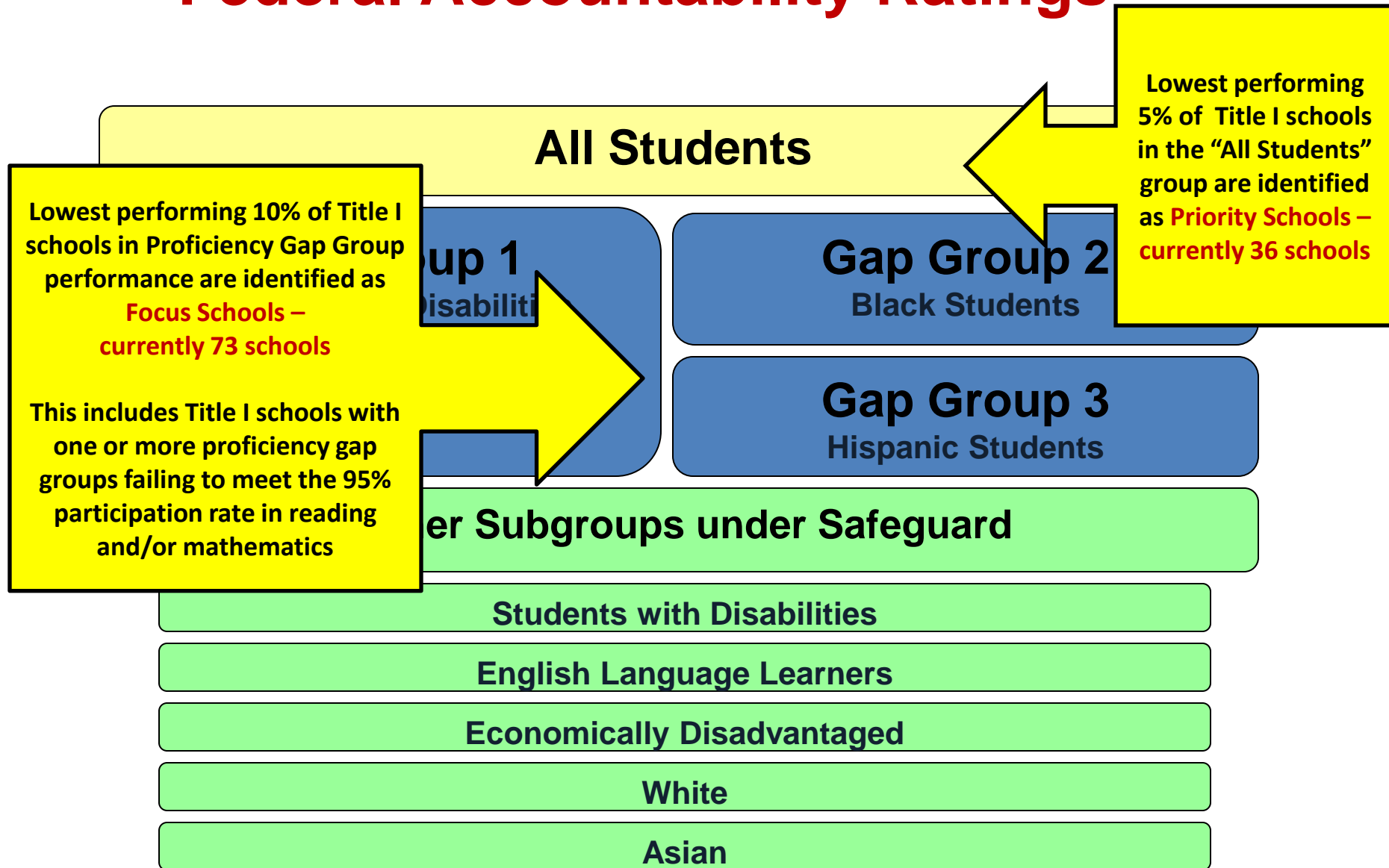


# Sample Federal Annual Measurable Objectives (FAMO)

## Detail Report

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	65	48	17	63	47	16
Gap Group 2	64	44	NI*	62	63	NI*
Gap Group 3	66	68	NI*	65	60	NI*
Sum of Proficiency Gap Points	add point differences for each gap group		17	add point differences for each gap group		16
Average Proficiency Gap Points	divide sum by number of gap groups that missed the target		17	divide sum by number of gap groups that missed the target		16
Total Average Proficiency Gap Points	(add average proficiency gap points)					33

# Federal Accountability Ratings



# Schools with Highest *Proficiency Gap Group* Points



Identify from the list of schools ranked by *proficiency gap points* a number equal to 10 percent of the state's total Title I schools = Currently 73 Schools

# Focus School Cohorts

**Cohort I Schools** –  
Identified in 2012

**Cohort II Schools** –  
Identified in 2013

**Cohort III Schools** –  
Identified in 2014

**Cohort IV Schools** –  
Identified in 2015

**Cohort V Schools** –  
Identified in 2016

Due to reauthorization of ESEA as the ***Every Student Succeeds Act***, focus schools will implement interventions from September 2016 – June 2017.

A school will exit the focus status if the following criteria are met:

- The school has made academic progress by decreasing the overall proficiency gap points at the end of the second year of identification; **AND**
- The school no longer falls into the bottom 10 percent of Title I schools for the subsequent school year based on proficiency gap points.

# 2016-2017 Transition Year

Excerpts from Superintendent's Memo #080-16:

*In the December 18, 2015, communication, USED announced that states must continue to identify and serve priority and focus schools in the 2016-2017 school year. States were provided two options for identifying schools:*

- **Option A:** *The state maintains its existing lists of priority and focus schools for the 2016-2017 school year and does not exit schools from the lists; or*
- **Option B:** *The state exits priority and focus schools meeting the state's exit criteria and identifies new priority and focus schools to replace the exited ones*

*Noting that the 2016-2017 school year will be a transition year between ESEA and full ESSA implementation in the 2017-2018 school year, VDOE submitted another option to USED for consideration: Allow VDOE to exit priority and focus schools meeting the state's exit criteria and do not require the state to identify new priority or focus schools for the 2017-2018 school year.*

*After considerable discussion between USED and VDOE regarding the merits of the state-proposed option, USED determined that the state must choose either Option A or Option B. According to USED, the state is obligated to continue in the 2016-2017 school year to identify and serve the **same** percentage of priority and focus schools as required under ESEA flexibility: 1) five percent of the lowest-performing Title I schools as priority schools; and 2) ten percent of Title I schools with the greatest gaps in subgroup performance as focus schools.*

**In response, VDOE selected Option B – to exit priority and focus schools meeting the state's exit criteria and identify new priority and focus schools to replace the exited schools.**

# Focus School Requirements

# VIRGINIA DEPARTMENT OF EDUCATION



## Office of School Improvement Focus Schools and Division Leadership Teams – Cohorts I - V 2016-2017 Checklist



Date	Task
August 18, 2016 *Cohorts I – IV only	Continuing focus school principals and division contact persons will participate in the Cohorts I – IV <i>Focus Schools</i> informational webinar to review the 2016-2017 required activities
September 20, 2016 *Cohort V only	Principals of newly identified focus schools (Cohort V) and their division contact persons will participate in the <i>Cohort V Focus Schools Conference</i> to review the 2016-2017 required activities (Full-day conference)
October 2016 – May 2017	The division leadership team member assigned to each focus school will: <ul style="list-style-type: none"> <li>• Participate in the monthly school leadership team meetings to provide support and guidance;</li> <li>• Monitor implementation of the school's improvement plan; and</li> <li>• Ensure meeting agendas and minutes for the monthly school leadership team meetings are posted/submitted: <ul style="list-style-type: none"> <li>◦ <u>Divisions using Indistar®</u>: Post meeting minutes and agendas in Indistar® by the last day of each month</li> <li>◦ <u>Divisions using LEA's improvement planning process</u>: Submit meeting minutes and agendas to Dr. Yvonne Holloman <a href="mailto:yvonne.holloman@doe.virginia.gov">yvonne.holloman@doe.virginia.gov</a> by the last day of each month</li> </ul> </li> </ul>
October 2016 – May 2017	Division leadership team members will: <ul style="list-style-type: none"> <li>• Implement and monitor the division improvement plan on a monthly basis</li> <li>• Respond to monthly coaching comments received from the assigned OSI-approved Personnel: <ul style="list-style-type: none"> <li>◦ <u>Divisions using Indistar®</u>: Coaching comments will be entered into the Indistar® planning tool by the assigned OSI-approved Personnel, and a response will be entered by the division leadership team members</li> <li>◦ <u>Divisions using the LEA's improvement planning process</u>: Coaching comments will be sent and responded to via e-mail from the assigned OSI-approved Personnel to the division leadership team. All e-mails should be copied to Dr. Yvonne Holloman (<a href="mailto:yvonne.holloman@doe.virginia.gov">yvonne.holloman@doe.virginia.gov</a>)</li> </ul> </li> </ul>
October 2016 – March 2017	The focus school principal and division leadership team members will participate in webinars regarding instructional strategies to meet the needs of students representing the proficiency gap groups. Additional information will be provided in the monthly <i>Focus Schools Update</i> electronic newsletter
November 4, 2016	The focus school principal will submit/upload the <i>Focus Schools Intervention Form</i> .

All requirements for focus schools and the associated division leadership teams are included in the **2016 Checklist** available on the **OSI Web page** and the **Indistar® Dashboard**.

## Division Requirements

- **Collaborate** with OSI-approved personnel
- **Convene** a division leadership team including representatives of:
  - Title I
  - Instruction
  - Special education
  - English language learners
- **Develop, implement, and monitor** a division improvement plan that is aligned with the needs of each focus school
- **Participate** in quarterly meetings with focus schools to review data and make decisions about needed technical assistance
- **Modify** division improvement plan on a quarterly basis based on data analysis

## School Requirements

- **Convene** a school leadership team, including a member of the division leadership team, that meets on a monthly basis
- **Develop, implement, and monitor** a school improvement plan
- **Develop** an intervention strategy for all students who have failed an SOL assessment or failed to meet the fall Phonological Awareness Literacy Screening (PALS) benchmark
- **Regularly analyze** a variety of data points to make strategic, data-driven decisions, and implement the needed interventions for identified students
- **Modify** school improvement plan on a quarterly basis based on data analysis





# OSI-approved Personnel Assigned to Local Educational Agencies

Office of School Improvement (OSI) approved Personnel are a team of highly skilled educators trained and assigned to work with division teams to support schools. They provide guidance regarding the division's improvement efforts.

Activities that the OSI-approved Personnel will complete include:

- **Providing** guidance to the division leadership team regarding development of an improvement plan supporting the identified focus school(s);
- **Providing** coaching comments related to the division's implementation of its improvement plan;
- **Reviewing** monthly school improvement team meeting minutes; and
- **Attending** quarterly data analysis meetings with the division leadership team and completing the quarterly *ESEA Progress Monitoring Report for Focus Schools*

# Focus School OP Activities

**Participate** in an introductory meeting with the division leadership team to review processes for the school year

**Attend** quarterly data analysis meetings with the division leadership team and complete the quarterly *ESEA Progress Monitoring Report for Focus Schools* (reviewing school and division improvement plans, and reviewing quarterly data)

- **Deliverable(s)**: Completed quarterly *ESEA Progress Monitoring Reports for Focus Schools*

**Review** school improvement team meeting minutes and write monthly coaching comments to the division's leadership team (October 2016 – May 2017)

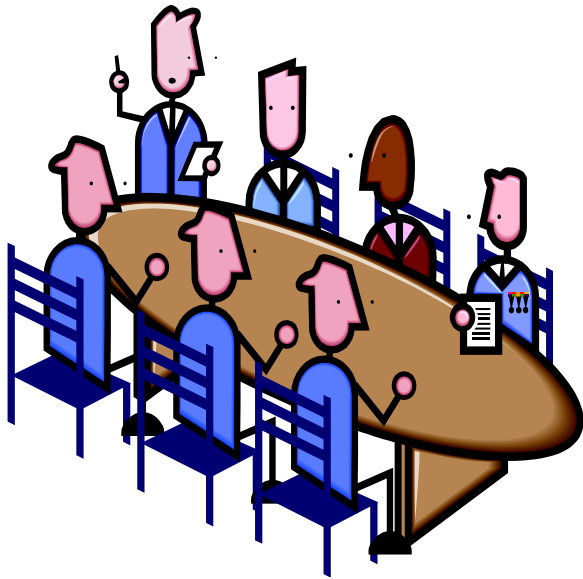
- **Deliverable(s)**: Monthly coaching comments entered into the Indistar® Web-based planning tool OR sent via e-mail regarding division-level support provided to the focus school(s)

# Division Leadership Team

Per the ESEA flexibility waiver provisions, the division will be required to convene a **division leadership team** comprised of administrators or other key staff representing:

- **Title I**
- **Instruction**
- **Special education**
- **English language learners**

The division leadership team will be tasked with **developing**, **implementing**, and **monitoring** the division improvement plan.



The **content-specific experts** and other division staff should **advise** the focus school teams regarding research-based interventions and **provide** additional resources to assist the school with meeting the needs of the identified proficiency gap groups.



# Monthly School Improvement Team Meetings

Each focus school will conduct monthly school improvement team meetings including the principal, school staff, and the **assigned member of the division leadership team** (a representative of Title I, instruction, special education, or ELL).

The purpose of the monthly meetings is to:

- Review the status of improvement plan strategies;
- Discuss data related to students receiving interventions; and
- Receive support from the division leadership team.

Monthly meeting minutes (comprising the aforementioned components) shall be **recorded and shared** with the Office of School Improvement via:

- The Indistar Web-based planning tool **OR**
- E-mail to the assigned OSI-approved personnel and Dr. Yvonne Holloman

# Parental Notification

## A-16. What is the role of parents and the broader community in developing a request for, and then implementing, ESEA flexibility?

An SEA developing a request for ESEA flexibility must meaningfully engage and solicit input from teachers and their representatives, as well as diverse stakeholders, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes (see D-2). An SEA must also consult with its Committee of Practitioners, which includes parents, regarding the information set forth in its request (see D-3). If the SEA's request for flexibility is granted, an **LEA with one or more priority schools must seek input from families and the community in selecting the meaningful interventions aligned with the turnaround principles that will be implemented in these schools.** Additionally, an LEA's interventions in priority schools must include ongoing mechanisms for family and community engagement (see C-37).

Under ESEA flexibility, **parents will continue to receive information** on their children's progress in meeting State academic achievement standards as well as their school's success in helping all students meet those standards. **Parents will know whether their children's schools are succeeding, by being identified as reward schools, or falling short, by being identified as priority or focus schools.** When schools fall short, parents can be assured that school leaders will adopt strategies focused on school needs and targeted towards the students most at risk.

# Focus School Interventions Form

Focus School Interventions Form 2016-2017																						
Division name: <input type="text"/>																						
Contact person:																						
<ul style="list-style-type: none"> <li>Name: <input type="text"/></li> <li>E-mail address: <input type="text"/></li> <li>Officetelephone number: <input type="text"/></li> </ul>																						
<div>+</div> <table border="1"> <thead> <tr> <th colspan="3">Division Leadership Team</th> </tr> <tr> <th>Name</th> <th>Representative</th> <th>Assigned Focus School(s)</th> </tr> </thead> <tbody> <tr> <td></td> <td>Title I</td> <td></td> </tr> <tr> <td></td> <td>Instruction</td> <td></td> </tr> <tr> <td></td> <td>Special Education</td> <td></td> </tr> <tr> <td></td> <td>English Language Learners</td> <td></td> </tr> </tbody> </table>					Division Leadership Team			Name	Representative	Assigned Focus School(s)		Title I			Instruction			Special Education			English Language Learners	
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<p>I. <u>Division- and School-level Improvement Plans:</u> (Please select <u>one</u> of the options listed below)</p> <p><input type="checkbox"/> The Indistar® improvement planning tool will be used for division- and school-level improvement planning</p> <p><input type="checkbox"/> The local educational agency's improvement planning template will be used for division- and school-level improvement planning</p>																						
<p>II. <u>Monthly School Leadership Team Meetings:</u> (Please select <u>one</u> of the options listed below)</p> <p><input type="checkbox"/> The Indistar® improvement planning tool will be used to record monthly meeting agendas and minutes</p> <p><input type="checkbox"/> The school principal will submit monthly meeting agendas and minutes to Dr. Yvonne Holloman via e-mail by the last day of each month (October 2016 – May 2017)</p>																						
<p>III. <u>Progress Monitoring:</u> (Please complete the table below)</p> <table border="1"> <thead> <tr> <th rowspan="2">Focus School Name(s)</th> <th rowspan="2">Identified Proficiency Gap Group(s)</th> <th colspan="2">Adaptive Assessments Used to Identify Students Needing Interventions</th> <th rowspan="2">Quarterly Data That Will Be Used to Monitor Progress of Students Receiving Interventions*</th> </tr> <tr> <th>Reading</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Focus School Name(s)	Identified Proficiency Gap Group(s)	Adaptive Assessments Used to Identify Students Needing Interventions		Quarterly Data That Will Be Used to Monitor Progress of Students Receiving Interventions*	Reading	Mathematics											
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		Reading	Mathematics																			

The division leadership team, in consultation with the focus school principal(s), will complete and submit the *Focus School Interventions Form* noting the following:

- Members of the division leadership team
- Division- and school-level improvement planning tool/ template
- School-level improvement team meeting agenda and minutes tool/ template
- Quarterly data points to be reviewed

# Improvement Plan Requirements



**What is the  
purpose of an  
improvement  
plan for focus  
schools?**

**To develop, implement, and monitor  
interventions for the proficiency gap  
group(s) causing the school to be  
identified as a focus school**



Focus schools are required to develop improvement plans including the following indicators of effective practice – schools may use the Indistar Web-based improvement planning tool OR the local educational agency’s improvement planning template.

### Targeted Intervention Indicators of Effective Practice

The school uses an **identification process** (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

The school uses a **tiered, differentiated intervention process** to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

The school uses a **monitoring process** (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

# Revising an Improvement Plan – Focus Schools

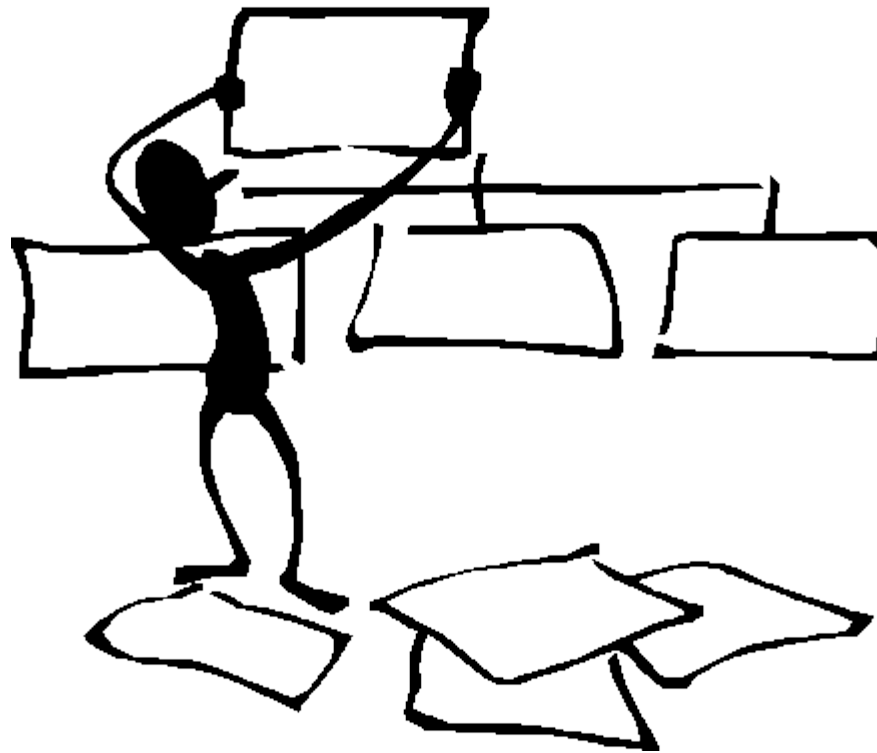
**Step 1:** Review the **student performance data** from the previous year (i.e., 2016 SOL scores, Spring PALS data). Emphasize information regarding **the performance of students who received Tier 2 and 3 interventions** during the 2015-2016 school year as well as the **proficiency gap group(s)** causing the school to be identified as a focus school during the previous and current year, if applicable.

**Step 2:** Review the **tasks/action steps** associated with the **targeted intervention indicators** and **determine the success** based on the **student performance data** (i.e., students meeting the PALS Spring benchmark, students passing the SOL assessments in reading and mathematics).

**Step 3:** Update or develop new **tasks/action steps** based on the school's needs.

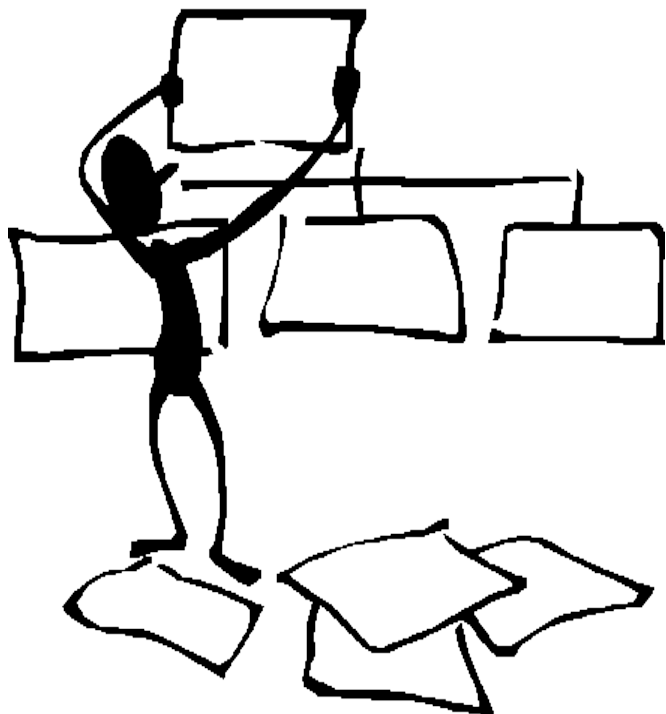
**Note:** The division leadership team will update/create the division's improvement plan based on the updated focus school(s) improvement plan(s).

# Division Improvement Planning



# Aligning Division- and School-level Improvement Plans

Per the *Elementary and Secondary Education Act of 1965* (ESEA) flexibility waiver provisions, division leadership teams are required to develop a **division improvement plan**. The selected indicators/action steps should be **aligned with the needs of the focus school(s)**.



Step 1: The **division leadership team** will review the **strategies developed by the focus school** to ensure that areas of deficiency for each identified proficiency gap group are addressed.

Step 2: The **division leadership team** will identify **specific strategies** which **support** the strategies selected by each focus school.

# Submission of Division- and School-level Improvement Plans



## Focus School Improvement Planning Requirements 2016-2017

Per Virginia's approved *Elementary and Secondary Education Act of 1985 (ESEA)* flexibility waiver, focus schools are required to develop improvement plans including the following components:

1. The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
2. The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
3. The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Similarly, the division leadership team is required to develop an improvement plan supporting the strategies included in the school-level improvement plan for each focus school.

During the 2016-2017 school year, local educational agencies (LEA) associated with identified focus schools will be provided the following improvement planning options:

- Option 1: The state-determined comprehensive improvement planning tool, currently Indistar®
- Option 2: The LEA's improvement planning template

Local educational agencies selecting Option 2 will complete the enclosed *Focus School Improvement Plan Cover Sheet* for each focus school. The cover sheet AND the improvement plans (division- AND school-level) will be submitted to Dr. Yvonne Holloman via e-mail at [yvonne.holloman@doe.virginia.gov](mailto:yvonne.holloman@doe.virginia.gov).

## Focus School Improvement Plan Cover Sheet 2016-2017

Please submit this document AND a copy of the division- AND school-level improvement plans to Dr. Yvonne Holloman at [yvonne.holloman@doe.virginia.gov](mailto:yvonne.holloman@doe.virginia.gov).

Division Name: \_\_\_\_\_  
Focus School Name: \_\_\_\_\_  
Submission Date: (Please check one of the submission dates below)  
☐ November 30, 2016 (Cohorts I – IV)  
☐ January 31, 2017 (Cohort V only)  
☐ June 30, 2017 (Cohorts I – V)

Required Improvement Plan Components	Location in the LEA School Improvement Plan Template	Location in the LEA Division Improvement Plan Template
1. The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.	This component is included on page(s) _____	Division-level strategies supporting this component are included on pages _____
2. The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).	This component is included on page(s) _____	Division-level strategies supporting this component are included on pages _____
3. The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.	This component is included on page(s) _____	Division-level strategies supporting this component are included on pages _____

## Submission Dates:

- **November 30, 2016 (Cohorts I – IV)**
- **January 31, 2017 (Cohort V only)**
- **June 30, 2017 (Cohorts I – V)**

# Quarterly Data Reviews

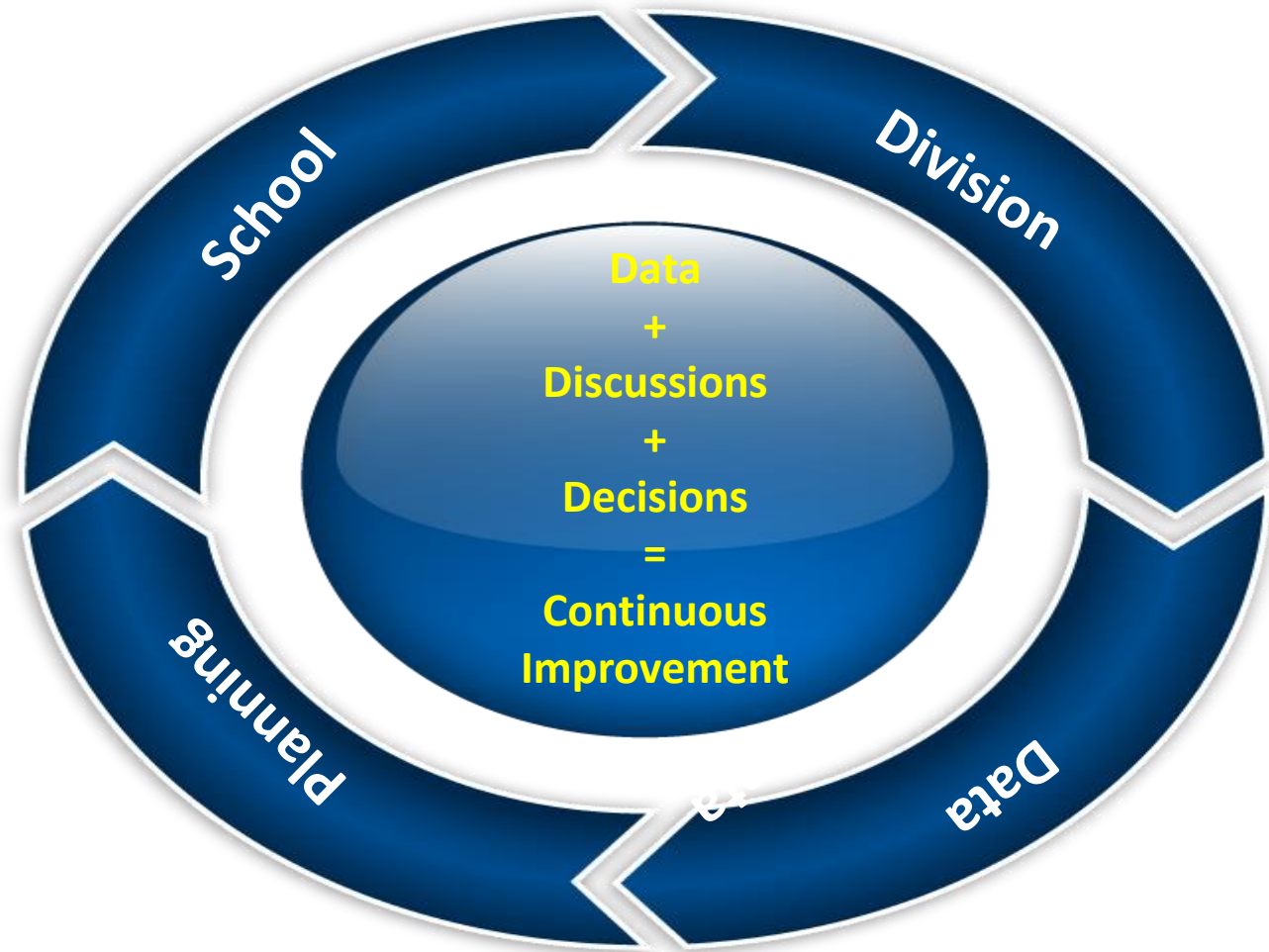
On a quarterly basis, focus schools will analyze data points regarding students at-risk of failure:

- **Data related to the Tier 2 or Tier 3 interventions provided to the student**
- **Other pertinent data selected by the local educational agency**



**The data  
provide a  
holistic view  
of the student**

Effective use of data is a critical component of the **continuous improvement cycle**.





## Guidelines for Focus School Quarterly Data Analysis Report

NOTE: Completing the Quarterly Report should be a part of the School Improvement Team meetings in each school and documented in Indistar® meeting minutes.

Fill in the requested information.

Facilitator	
Division	
School	
Date	

Indicate the quarter for which you are reporting. Quarter: ☐ First ☐ Second ☐ Third ☐ Fourth

Respond to the following 3 prompts.



1. Based upon analysis of all minimal required data points, and any additional data points the school has identified, which indicators or tasks will be added to your online plan? Identify the indicator and describe the newly assigned associated tasks.

### Directions for completing this section

- As a team, define the data points that are used for this report.
- Review the data as a team.
- After reviewing the data, this response can be a list that includes the Indistar® Indicator letter and number and the task(s) that will be added.

For example:

• ID13- Grade level teams will use 6 summer days to unpack curriculum standards (grades K-3) and (grades 4-8) with support by four literacy and math coaches. Common formative and summative assessments will be developed for first quarter. Mastery criteria for assessments will be established for formative assessments.

- Tasks can be copied and pasted from Indistar®.
- Comments under Tasks do not need to be included.
- Each quarter, include only tasks being added.

2. What is the progress of your students needing intervention? Describe how the intervention process (identification of problem, data analysis, planning, implementation, monitoring, modification) has been modified based on data analysis for this quarter. What specific tiered interventions are being continued, discontinued, or implemented as a result of your data analysis?

### Directions for completing this section

- Response to this section will be inserted into the chart.
- It should be the same data that is in your school plan for indicators TA01 and TA02.
- Describe progress of students needing interventions in reading and math by grade level and subject as applicable to your school. (Reading Gr. 3, Math Gr. 3, etc.)
- Include tools used to identify students, number of students identified and at what level if

The ***Focus School Quarterly Data Analysis Report*** will be completed by the school leadership team and submitted via the Indistar® Dashboard **OR** e-mail at the end of each quarter.

Note: Focus Schools that are also Denied Accreditation, Partially Accredited: Reconstituted School, or in the third consecutive year without Full Accreditation are required to complete the ***Challenged Schools Quarterly Data Collection*** in lieu of the Focus School Quarterly Data Analysis Report.

# Technical Assistance for Focus Schools

# Technical Assistance Opportunities

The Office of School Improvement's (OSI) technical assistance for the 2016-2017 school year will focus on **continuous school improvement planning**. The purpose of this year's technical assistance is to examine the key components and requirements of continuous school improvement planning.


This year's technical assistance has two sessions that are **required** for all schools that **have not been fully accredited for two or more years**. All other technical assistance is based on the number of years a school has not been fully accredited. Additionally, OSI will have a **Technical Assistance Menu** from which schools may select options that best meet their needs.

[2016 Menu Options for Additional Technical Assistance 8-10-16.docx](#)

Information regarding requirements for focus schools may be found at:  
[http://www.doe.virginia.gov/support/school\\_improvement/index.shtml](http://www.doe.virginia.gov/support/school_improvement/index.shtml)

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STUDENT & SCHOOL SUPPORT

SCHOOL IMPROVEMENT & REFORM

VDOE helps historically low-performing schools and school divisions implement effective instructional strategies and best practices to increase student achievement. The department's nationally-recognized comprehensive support system, known as the [Partnership for Achieving Successful Schools \(PASS\)](#), focuses on building division-level capacity to support schools in need of interventions. In partnering with school divisions, VDOE's Office of School Improvement ensures that each school's unique needs are addressed through differentiated assistance and interventions.

How does VDOE identify low-performing schools for PASS interventions and support?

The Office of School Improvement assists schools in which students are achieving at levels below federal and state accountability standards. Under the state Board of Education's [Standards of Accreditation](#) (SOA), low-performing schools are schools that are rated as follows:

- Accreditation Denied,
- Accredited with Warning in one or more content areas, or
- Conditionally Accredited-Reconstituted

[Also see Academic Reviews](#)

The Office of School Improvement also assists schools not meeting the annual measurable objectives of Virginia's federal No Child Left Behind flexibility waiver. These schools are as follows:

- **Priority schools** – identified based on overall student performance in reading and mathematics, including graduation rates in the case of high schools. Five percent of Virginia's Title I schools (36) are identified as [priority schools](#).
- **Focus schools** – identified based on the reading and mathematics performance of students in three "proficiency gap groups" comprising students who historically have had difficulty meeting the state's achievement standards. Ten percent of Virginia's Title I schools (72) are identified as [focus schools](#).
  - **Proficiency Gap Group 1** – Students with disabilities, English language learners and economically disadvantaged students, regardless of race and ethnicity
  - **Proficiency Gap Group 2** – African-American students, not of Hispanic origin, including those also counted in Proficiency Gap Group 1
  - **Proficiency Gap Group 3** – Hispanic students, of one or more races, including those also counted in Proficiency Gap Group 1
- **Title I and Non-Title I schools** not meeting one or more federal annual measurable objective are required to develop a one-year [School Improvement Plan](#)

Reward Schools

VDOE also recognizes improving and high achieving schools and divisions.

- *News Release, September 7, 2012* – [National Blue Ribbon Schools](#)
- *News Release, January 17, 2013* – [Title I Distinguished Schools and Divisions](#)

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[Virginia Early Warning System \(VEWS\)](#)

[1003\(a\) Title I School Improvement Resources](#)

[1003\(g\) Title I School Improvement Resources](#)

[Academic Reviews](#)

[School Improvement Planning](#)

[Differentiated Technical Assistance / Training](#)

[Contractor Resources](#)

[Focus Schools](#)

[Priority Schools](#)

[Indistar Planning Tool](#)

[Teacher Direct](#)

You May Also Be Interested In:

[Title I, Part A](#)

[Virginia School Report Card](#)

[Standards of Accreditation](#)

[School Accreditation Ratings](#)

[Board of Education Regulations](#)

## Next Steps:

1. The **division contact person** will share information gleaned from the webinar, including the checklist, with the division leadership team which shall include representatives of Title I, Instruction, special education, and ELL.
  - Develop a monthly meeting schedule for each focus school
  - Select a team member to be assigned to each focus school
2. The **focus school principal** will share information gleaned from the webinar, including the checklist, with school staff members and other stakeholders.
3. The **division leadership team** will assist focus schools with the following:
  - Completion of the *Focus Schools Intervention Form*
  - Development and distribution of a *notification letter* to parents
4. If there has been a change in leadership at a focus school, then the **division contact person** will send the name and e-mail address of focus school principal to Dr. Holloman.

# **Contact Information**

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